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| 1.More teachers need to be  able to access and use SMART and RAP data to better inform teaching and learning practice and be able to develop programs to target areas of concern.  2. There is a need to set higher expectations of students and to develop more consistent practice  in effectively programming  differentiated Teaching and Learning programs, embedding ICT and designing quality assessment tasks across KLAs in order to increase student engagement and  Learning Outcomes.  3. There is a need to build  teacher quality and also  further develop leadership  density due to a large  proportion of the staff  being in their first 5 years  of teaching and the entire  executive in newly  appointed positions (1-  4years). | 1. Implementation of a contextually relevant curriculum that improves student learning outcomes incorporating appropriate assessment and reporting practices that are embedded in all teaching and learning programs. 2. All students are engaged in and challenged by a quality learning environment to achieve academic and/or vocational success through school structures and practices that respond to the diverse needs and unique characteristics of every student in partnership with the community. 3. Increased staff capacity for innovative leadership meeting the needs of the changing and evolving school context through strengthened leadership and management capacity of school staff, executive and senior executive driving school improvement. | 1. Faculty PL sessions focus on data analysis, embedding peer coaching sessions on use of data to inform improved teaching and learning cycles. 2. Alignment of core principals of *cycle of lesson improvement* and *wows and wonders protocol* to lesson study approach to teaching improvement, primarily using such strategies as lesson observation, feedback and peer critique. 3. Executive professional learning, led by HAT, in using peer coaching in their faculties in order to develop and implement staff, faculty and school plan. | |  | | --- | |  |   1.Faculty T&L programs have Literacy and Numeracy strategies embedded and is also evidenced in student samples of work.  Teachers use a data informed approach to embed literacy and numeracy strategies such as- NAPLAN analysis, lesson study and assessment results.  Faculty and TPL Plans explicitly reflect specific literacy and numeracy skills that are being targeted.  2. The development and the sharing of teaching strategies to enhance feedback on learning enabling student self-assessment and peer assessment is evident in at least 50% of faculties.  3.Teacher Quality is evidenced by 100% of PBHS staff having a professional learning plan updated annually which is also aligned to the faculty, school and regional plans in 2012. |